Ruff Outline—60 minute

1. Rationale (Kay’s quote)see (short article—wait time –find a quote that resonates for you. Highlight it. At the beginning of session have participants share their lines and why they highlighted. (5) ---Kay

<http://www.ascd.org/publications/educational-leadership/nov09/vol67/num03/Balanced-Assessment.aspx>

1. Balanced Assessment Inventory (independent reflection—use at the end of the session to facilitate discussion and self-assessment) (3)
2. Overview session goals/essential questions and kud’s of session (2)
3. Here’s what (pieces—circle; why start with the end in mind?)(2)
4. So what..does that look like? (sample GRASPS—how does this align with stage one ; then what data will I need when beginning sequence of teaching and learning (stage 3) how will I use this data? How will I scaffold formative assessments to provide me with pulse checks and students with opportunities to reflect and refine prior to the summative assessment. (10-15)---Allison
5. Now what..does this look like in my subject? Unit reflection (10-15)--Shared
6. Return to the Inventory and goals---discuss changes in perspective and questions that remain. (5)
7. SMART goal for a specific unit—GRT uses to inform planning with cluster teachers (Exit ticket—5)—Inventory revision—SMART goal section---Allison